

# SHIRLEY HIGH SCHOOL PERFORMING ARTS COLLEGE

## 2.27 Teaching and Learning Policy

Mission Statement: We deliver high quality teaching and learning in an environment that meets the needs of our students so that all achieve and enjoy.

### 1. PHILOSOPHY

The central purpose of a school is teaching and learning. At our school we ensure that learning remains at its heart and every member of the school community is encouraged to monitor the quality of learning and teaching. This policy is regularly reviewed and best practice is added to through our Continuing Professional Development and Performance Management programmes – improving the quality of teaching and learning is the stated objective of every member of staff for performance review (teaching and non-teaching). Teaching and learning drives all the activities and resources of the school and thus this policy should be read alongside the current school improvement plan, SEF, and any existing action plans.

### 2. PURPOSE

- To use a range of strategies to encourage students to learn.
- To share best practice in learning and teaching, encompassing Assessment for Learning (AfL).
- To focus the school's activities around the central purpose of learning and progress.
- To provide a basis for continuous reflection and development.

### 3. OUTCOMES

- Lessons take account of students' preferred learning needs and students have the opportunity to identify and explore their own preferred learning style.
- Students are involved in active learning techniques.
- Lessons incorporate 'assessment for learning' strategies.

### 4. KEY PRINCIPLES

The principles of teaching and learning which guide our work are to:

- include all students in a culture of high expectations: every student has the right to be successful and the ability to achieve;
- systematically develop students' learning skills so that they become increasingly independent;
- establish the centrality of literacy (LfL – Language for Learning) and numeracy (REAL – Reasoning, Economic, Application, Logic/Life skills) across the curriculum;
- embed and model learning skills and a passion for learning across the curriculum;
- expand the teacher's range of strategies and techniques;
- ensure consistency of student experience is fundamental.

### 5. PRACTICE

Good teaching fosters good learning so that progress is made. It stems from effective lesson design whatever the age of the learner, their level of ability, or the subject or skill being learned.

Good teaching results when teachers:

- actively engage students in their learning;
- have high expectations of the effort that students should make and what they can achieve;
- make the learning motivating by well-paced teaching using stimulating activities matched to a range of learning styles;
- focus and structure their teaching so that students are clear about what is learned and how it fits with what they know already;
- promote assessment for learning: each student must know what to do in order to improve and how to do it;
- use assessment for learning to help students reflect on what they already know, reinforce the learning being developed, and set targets for the future;
- make effective use of resources including Student Support Assistants;

- create an environment that promotes learning and progress in a settled and purposeful atmosphere

Please also see Appendix One and the Staff Planner (for suggested lesson plan format)

## 6. RESPONSIBILITIES

- **Senior Leadership** - The SLT dept line managers are responsible for monitoring teaching and learning in the school. As well as carrying out formal and informal lesson monitoring, they are key facilitators of the weekly CPD sessions run in house.
- **Middle Leaders:** must monitor the quality of teaching and learning in their areas of responsibility, ensure it is a central focus in all team meetings and intervene where necessary to maintain high standards. Please see Appendix Two for the Lesson Observation Protocol
- **Teachers** - We expect all teachers to keep up to date with developments in teaching and learning and employ a range of strategies suitable for each of the students they teach. Teachers are expected to identify additional training requirements and take responsibility for their professional development making use of the professional development time included within the school's directed time budget. The weekly CPD programme is backed up with a resource area and intranet (Fronter) to support teachers.

## 7. MONITORING AND EVALUATION

Lesson observations are conducted by staff trained in effective lesson observation and feedback. Peer observation is encouraged as a suitable method of sharing good practice and staff development. Please see Appendix Two for our standard lesson observation pro forma.

### Linked Policies:

1. ARR
2. Staff Code of Conduct

## APPENDIX ONE: IN THE CLASSROOM – Encompassing AfL

1. Teachers may choose to use a three part format, though it is likely that there will be 'mini-plenaries' during the lesson:

**Starter activity** – to include introduction (link to previous learning and sharing of lesson aims).

**Main body of the lesson** – incorporating a variety of activities appropriate to the aims of the lesson

**Plenary** – a return to the aims to assess what progress has been made.

Please read in conjunction with the FACEpack and resources in the staff planner

2. Key Ideas from FACEpack:

<p><b>Feedback</b>          Marking is regular          Precise information on how to improve          Linked to prior attainment          Linked to targets</p>	<p><b>Autonomy</b>          -Learning to learn (metacognition)          Independence          Resilience          Individual/pairs/group work          -Deep understanding          -Cross-curricular skills/RWCM/SMSC/LfL/REAL</p>
<p><b>Engagement</b>          -5* Standard          -Leadership of behaviour          -Flow          -Clarity          -Enthusiasm to learn means no behaviour issues</p>	<p><b>Challenge</b>          -Target students according to ability          -Review the lesson as it develops          -The Pit!          -Probing and open questions          -Differentiation by task</p>

3. Lessons should:

- begin promptly and positively with our 5\* Standard (plan lesson, meet and greet, check uniform and equipment, take register, orderly finish and dismissal)
- delivered at a lively, challenging pace with full consideration for individual student needs
- include feedback and a check on progress made

4. Lesson objectives should be shared, including a clarification of what progress is expected and reference to lesson objectives throughout the lesson.

5. Classrooms should be interesting and stimulating with varied displays for peripheral learning.

6. Homework should be linked to lesson or scheme of work objectives and put in SLG for the students to access

7. A variety of teaching styles and strategies are encouraged, embracing multisensory techniques and encouraging critical thinking:

- open as well as closed questioning – probing questioning technique
- explaining (including the use of illustrating or animating and use of props).
- modelling
- planning for preferred learning needs
- visual stimulus where possible
- practical activities to reinforce learning
- use of ICT and IWBs
- collaborative learning
- effective utilisation of SSAs

8. Reward and praise should be used according to school policy. (Remember the '5 to 1' ratio of praise to criticism.)

9. Lesson observation/mentoring to share good practice across the school is encouraged



<b>Progress</b>	<ul style="list-style-type: none"> <li>•What will students be able to do/what will they know by the end of the lesson that they didn't at the start?</li> <li>•How will you know (assessment)?</li> </ul>	<ul style="list-style-type: none"> <li>•Will students achieve high-quality outcomes?</li> <li>•AFL: peer/self assessment</li> </ul>
<b>Teaching, planning and methods</b>	<ul style="list-style-type: none"> <li>•AFL: lesson objectives</li> <li>•AFL: sharing success criteria</li> <li>•Starter/plenary</li> <li>•Variety of activities</li> </ul>	<ul style="list-style-type: none"> <li>•The impact of activities on learning</li> <li>•Time/pace</li> <li>•Use of other adults (e.g. SSAs if applicable)</li> </ul>
<b>Engagement and Behaviour</b>	<ul style="list-style-type: none"> <li>•Will students enjoy the tasks?</li> <li>•Will learning made relevant to students?</li> <li>•Are there opportunities for creativity/imagination?</li> </ul>	<ul style="list-style-type: none"> <li>•Do your routines &amp; expectations promote good learning?</li> <li>•Are procedures for managing behaviour consistently applied?</li> </ul>
<b>Challenge</b>	<ul style="list-style-type: none"> <li>•AFL: is work well matched to learners' needs?</li> <li>•Extension tasks and differentiation/access</li> </ul>	<ul style="list-style-type: none"> <li>•HOTS (higher order thinking skills)</li> <li>•Will students be working to the limits of their ability?</li> </ul>
<b>Questioning</b>	<ul style="list-style-type: none"> <li>•Open questions?</li> <li>•AFL: will questions assess understanding (HOTS)?</li> <li>•AFL: will all students be involved in thinking and answering?</li> </ul>	<ul style="list-style-type: none"> <li>•Have you allowed thinking time</li> <li>•Will your questioning promote questioning by the students</li> </ul>

#### Outstanding (1)

- Teachers demonstrate deep knowledge and understanding of the subjects they teach. They use questioning highly effectively and demonstrate understanding of the ways pupils think about subject content. They identify pupils' common misconceptions and act to ensure they are corrected.
- Teachers plan lessons very effectively, making maximum use of lesson time and coordinating lesson resources well. They manage pupils' behaviour highly effectively with clear rules that are consistently enforced.
- Teachers provide adequate time for practice to embed the pupils' knowledge, understanding and skills securely. They introduce subject content progressively and constantly demand more of pupils. Teachers identify and support any pupil who is falling behind, and enable almost all to catch up.
- Teachers check pupils' understanding systematically and effectively in lessons, offering clearly directed and timely support.
- Teachers provide pupils with incisive feedback, in line with the school's assessment policy, about what pupils can do to improve their knowledge, understanding and skills. The pupils use this feedback effectively.
- Teachers set challenging homework, in line with the school's policy and as appropriate for the age and stage of pupils, that consolidates learning, deepens understanding and prepares pupils very well for work to come.
- Teachers embed reading, writing and communication and, where appropriate, mathematics exceptionally well across the curriculum, equipping all pupils with the necessary skills to make progress. For younger children in particular, phonics teaching is highly effective in enabling them to tackle unfamiliar words.
- Teachers are determined that pupils achieve well. They encourage pupils to try hard, recognise their efforts and ensure that pupils take pride in all aspects of their work. Teachers have consistently high expectations of all pupils' attitudes to learning.
- Pupils love the challenge of learning and are resilient to failure. They are curious, interested learners who seek out and use new information to develop, consolidate and deepen their knowledge, understanding and skills. They thrive in lessons and also regularly take up opportunities to learn through extra-curricular activities.
- Pupils are eager to know how to improve their learning. They capitalise on opportunities to use feedback, written or oral, to improve.
- Parents are provided with clear and timely information on how well their child is progressing and how well their child is doing in relation to the standards expected. Parents are given guidance about how to support their child to improve.
- Teachers are quick to challenge stereotypes and the use of derogatory language in lessons and around the school. Resources and teaching strategies reflect and value the diversity of pupils' experiences and provide pupils with a comprehensive understanding of people and communities beyond their immediate experience.

#### Good (2)

- Teachers use effective planning to help pupils learn well. Time in lessons is used productively. Pupils focus well on their learning because teachers reinforce expectations for conduct and set clear tasks that challenge pupils.
- In lessons, teachers develop, consolidate and deepen pupils' knowledge, understanding and skills. They give sufficient time for pupils to review what they are learning and to develop further. Teachers identify and support effectively those pupils who start to fall behind and intervene quickly to help them to improve their learning.
- Teachers use their secure subject knowledge to plan learning that sustains pupils' interest and challenges their thinking. They use questioning skillfully to probe pupils' responses and they reshape tasks and explanations so that pupils better understand new concepts. Teachers tackle misconceptions and build on pupils' strengths.
- Teachers give pupils feedback in line with the school's assessment policy. Pupils use this feedback well and they know what they need to do to improve.
- Teachers set homework, in line with the school's policy and as appropriate for the age and stage of pupils, that consolidates learning and prepares pupils well for work to come.
- Teachers develop pupils' reading, writing and communication, and where appropriate mathematics, well across the curriculum. For younger children in particular, the teaching of phonics is effective in enabling them to tackle unfamiliar words.
- Teachers expect and encourage all pupils to work with positive attitudes so that they can apply themselves and make strong progress.
- Pupils develop the capacity to learn from mistakes and they become keen learners who want to find out more. Most are willing to find out new information to develop, consolidate and deepen their knowledge, understanding and skills, both in lessons and in extra-curricular activities.
- Most pupils commit to improving their work. They are given time to apply their knowledge and understanding in new ways that stretches their thinking in a wide range of subjects, and to practise key skills.
- The school gives parents accurate information about how well their child is progressing, how well their child is doing in relation to the standards expected, and what their child needs to do to improve.
- Teachers challenge stereotypes and the use of derogatory language in lessons and around the school. Teachers promote equality of opportunity and diversity in teaching and learning.

<b>Regularly and frequently, all year round</b>	Yes	No	n/a
Ensure students know that the lesson observation is focused on them and their progress.			
Maintain normal procedures and standard practices (e.g. 5 * Standard, AFL, FACE, Higher Order Qs. Higher Order Thinking)			
Ensure target pages in planner are up to date			
<b>Preparation before lesson observation</b>	Yes	No	n/a
Complete lesson planning			
Develop power point and/or other resources			
Ensure work is marked up to date with targets and notes of any progress made (could be in form WWW/EBI)			
Ensure assessment data with annotation is available (current and target grades, PP etc. and any focus students)			
Complete detailed seating diagram			
Ensure all students are aware of their current and target grades and any assessment criteria			
Check classroom display and keywords			